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ABSTRACT

The Student Equity Plan developed by California's Mount San Jacinto College (MSJC) is intended to assure equal access of historically underrepresented and ethnic minority students while maintaining excellence in academic standards. This update provides current information on the goals and activities involved in the Plan. An executive summary reviews state legislation mandating the development of student equity plans, the goals and initiatives of the Plan, and student equity indicators used at MSJC. The second section provides background information to the development of the plan, while the third provides tables of results from surveys of faculty, staff, and students regarding the campus climate. The fourth section discusses student access at MSJC, providing data on the percentages of ethnic groups in the college service area and student body and suggesting that the college's funding be increased in order to adequately serve all the students. Sections five through eight then provide data by ethnic group and gender on basic skills completion, successful course completion, degree and certificate completion, and transfer. The final section describes MSJC's annual review model. Each section includes tables which detail the barriers pertaining to that section, and implementation strategies for each barrier. (AJL)

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Mt. San Jacinto College
Student Equity Plan Update

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September 1996

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Mt. San Jacinto College Student Equity Plan Update

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Submitted by
Mt. San Jacinto Community College
September 1996

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Mt. San Jacinto College
Student Equity Plan Update

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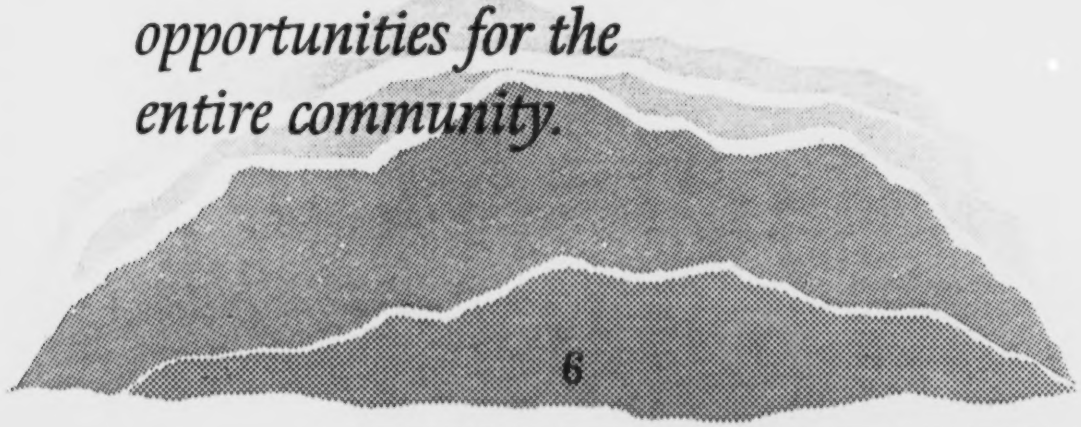
It is the mission of Mt. San Jacinto College to provide excellent academic, career and life-long learning programs in a student-centered environment while meeting the needs of the diverse communities and populations served, and to promote the cultural and ethnic diversity of students and staff. As a major community resource, the college also provides programs for personal enrichment and cultural opportunities for the entire community.



ADOPTED BY THE MT. SAN JACINTO COLLEGE BOARD OF TRUSTEES ON MAY 10, 1994

Executive Summary

Legislation

The Student Equity Policy adopted by the Board of Governors in September 1992 requires districts in the community college system to develop student equity plans. The intent is to assure that the college population reflects the diversity of the college's demographic area and to increase the access, success, transfer, and completion of degrees and certificates of historically underrepresented and ethnic minority students. During Spring 1993, the Chancellor's Office of the California Community Colleges established regulations on student equity, mandating the development of student equity plans. The definition of "Student Equity" can be found in Subchapter 4, section 54220, Division 6 of Title 5 of the California Code of Regulations.

Goals and Initiatives

The majority of historically underrepresented students currently enrolled in higher education are enrolled in community colleges. Consequently, the success of these students depends upon the community college system's ability to retain and educate them. After seeking input from all college sectors, the Student Equity Committee has identified barriers and set goals in order to assure that all students and potential students of Mt. San Jacinto College, specifically those who have been historically underrepresented in higher education, feel welcome and have equal opportunities for educational success.

The *Student Equity Plan Update* addresses the following indicators: Campus Climate, Access, Basic Skills and ESL, Course Completion, Degrees and Certificates, and Transfer. Each section of the plan begins with a chart which includes and explains the research. Following each chart is a section entitled Research Implications which summarizes the data. Then the Goals are presented with charts which identify barriers, implementation strategies, accountability, timelines, resources, and evaluation benchmarks. To complete the review of Barriers established by the College for the Student Equity Plan Update, all employees, departments, and committees named in the report received highlighted sections of the report for their review. Several follow-up reminders were then sent, as well as a general memorandum to all college employees allowing those not named in the reports' accountability sections to contribute.

The following goals serve as student equity indicators:

- **Campus Climate:**
  To enhance the campus climate at MSJC so that all students and employees feel welcome; To increase awareness of and sensitivity toward historically underrepresented groups among all students and employees

- **Access:**
  To establish an ethnic distribution of enrollment that reflects the adult population of our service area by 2000; To increase college funding base so that all students, specifically historically underrepresented students, have access to college

- **Basic Skills:**
  To improve by 5% a year the percentage of students who successfully complete the degree-applicable course in English within six semesters of having completed the final ESL course; To improve by 5% a year the percentage of students who successfully complete the degree-applicable course in English and math within six semesters of having completed the final basic skills course

- **Successful Course Completion:**
  To increase completion rates by 5% a year for each historically underrepresented group; To reduce the difference between all groups to a maximum of 10% by 2000; To maintain standards of rigor throughout the process

- **Degree and Certificate Completion:**
  To increase the total number of degrees and certificates awarded by 10% a year; To ensure that the ethnic distribution of degree and certificate recipients is equal to the enrollments four years earlier

- **Transfer:**
  To increase by 5% a year the number of students who transfer; To ensure that the ethnic distribution of transfer students is within 2% of the enrollments four years earlier

The Student Equity Committee oversees efforts to achieve these goals.

Resources

The offices and departments responsible for the implementation of goals are responsible for seeking appropriate funding avenues for the achievement of these goals. The Student Equity Committee monitors implementation, accountability, target completion dates, and evaluation benchmarks.

Conclusion

It is the mission of Mt. San Jacinto College to provide excellent academic, career and life-long learning programs in a student-centered environment while meeting the needs of the diverse communities and populations served, and to promote the cultural and ethnic diversity of students and staff. As a major community resource, the college also provides programs for personal enrichment and cultural opportunities for the entire community.

The Student Equity Plan reflects the college community's involvement in and commitment to this purpose.

For additional information about Mt. San Jacinto College's Student Equity Plan, please contact Dana Reece Baylard in the Office of Research.

Introduction and Background

Plan Development

This plan exemplifies the collaborative work of representatives from all college constituencies, led by the Student Equity Committee, a committee comprised of students, faculty, staff, and management. The initial charge of the committee was to develop a Student Equity Plan that would be reviewed and revised within the college's shared governance procedure.

Mt. San Jacinto College has designated student equity as a significant part of the ongoing planning agenda coordinated by the Office of Research to insure wide range involvement of all segments of the campus. The focus of the Student Equity Committee has been to assure equal access while maintaining excellence in academic standards.

Methodology and Limitations

The State recommended student equity indicators were utilized to guide student equity research at Mt. San Jacinto College. Research focused on area demographics, student body demographics, ESL and basic skills completion rates, successful course completion rates, degree and certificate completion rates, and transfer rates.

Campus Climate

Research Implications

The California Postsecondary Education Commission (CPEC) published three documents (1990-1992) in which it examined the relationship between campus climate and student equity. These documents respond in part to Assembly Bill 4071 (Vasconcellos, 1988), which directed the Commission to investigate the feasibility of developing an educational assessment system for California higher education. CPEC recommends that all California institutions of higher education assess campus climate as it relates to equity in order to assure that all historically underrepresented students feel welcome and supported in their pursuit of educational advancement.

The purpose of Campus Climate research at Mt. San Jacinto College was to assess the extent to which MSJC campuses provide a welcome and supportive environment for students of special groups. These groups include ethnic groups, racial groups, women, disabled students, and a variety of groups which were addressed less comprehensively, including gays and lesbians and age groups.

In 1995, questionnaires were administered to students in two ways: by mail (former, current, and potential students) and in classrooms (Summer, 1995). Questionnaires for full-time faculty and all staff were administered during the Fall Pre-College meeting (1995), and additional surveys were distributed to all offices to assure that all staff were able to participate.

Additionally, a memorandum was sent to all managers, faculty, staff, ASB, and student clubs inviting suggestions for enhancing campus climate, and interviews were conducted of faculty and staff who could provide additional information in relation to the assessment of campus climate. The suggestions generated by the interviews and memorandum were incorporated into the Barriers, Implementation Strategy, and Accountability sections of the report.

Research Summary

Questions:

- Does Mt. San Jacinto College provide a welcoming and supportive environment?
- Do students experience bias?
- Is the campus climate friendly and welcoming to faculty and staff?
- Do faculty and staff (including administrators and managers) provide a friendly and welcoming environment?

Conclusions:

- Mt. San Jacinto College is a friendly and welcoming place for most students and faculty according to questionnaire responses.
- Most students from special groups expressed a need for further multi-cultural enrichment.
- Significant discrepancies exist within faculty concerning demographic representation, equality for student groups, and sexist and racist behaviors.
- A significant number of faculty respondents expressed a distinct disinterest in attending workshops concerning special groups.
- A significant portion of staff respondents expressed that disparaging comments, sexist and racist behavior, and rude treatment existed within faculty, staff, and administration.
- Assessment of campus climate was more neutral for staff.

Goal: ***To enhance the campus climate at MSJC so that all students and employees feel welcome.***

Goal: ***To increase awareness of and sensitivity toward historically underrepresented groups among all students and employees.***

CAMPUS CLIMATE

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
C. Need for increased understanding about a variety of ethnic/cultural backgrounds and ability levels among students, staff, faculty, and managers	1.a Provide College-wide training on equity issues.	1.b Office of the President	1.c Fall, ~~1996~~ *1997* -- ongoing, annual	1.d College questionnaires Pre-College Day packets. *The Office of the President is committed to this goal and will support the addition of this training into college-wide activities.*
	Provide additional flex activities which promote cultural awareness and differences in learning styles.	Flex Coordinator Faculty	~~Fall, 1996~~ *Spring, 1997* -- ongoing	Flex Manual. *The flex program has offered in the past and will continue to offer workshops on understanding differences in learning styles and how to teach multiple intellegences. For example, the 1997 program offers a Myers-Briggs learning inventory workshop. Additionally the Flex Committee will endeavor to add a cultural awareness workshop to the 1997 program.*
	Provide additional flex activities/training for instructors and front line staff designed to increase awareness of disabled students' needs.	Disabled Student Program	~~Fall, 1996~~ *Spring, 1997* -- ongoing	Flex Manual
	Provide Pre-College Day presentation on disabled students.	Disabled Student Program	Current (once yearly) -- ongoing	Pre-College Day Packet
	Display student artwork throughout the public areas of the campuses (e.g., board room, student lounge, staff break rooms, etc.).	Student Services ASB ~~Faculty~~ *Art Gallery*	Fall, 1997 -- ongoing	Student Equity Report

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
C. (Cont.)	**1.a (Cont.)** Place acrylic boards on the campus greens to display/highlight club activities, student awards, class/activity information, and cultural contributions.	**1.b (Cont.)** Student Services ~~Business Services~~ *Director of Government and Community Relations* ASB Faculty	**1.c (Cont.)** Spring, 1998, *on-going*	**1.d (Cont.)** Acrylic boards in place

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
C. Need for students to feel a greater sense of belonging or "mattering" to MSJC community	**2.a** Develop an internal follow-up system for new/at risk students that takes place prior to first census.	**2.b** ~~Student Services~~ Office of Research ~~Instructional Faculty~~ *Information Services*	**2.c** Fall, ~~1997~~ *1998* -- ongoing	**2.d** Follow-up system designed and in place. Institutional Research Update. *This process is now underway in the Office of Research.*
	Design and implement mentoring system for new/at risk students.	Student Services Instructional Faculty	Fall, 1998 -- ongoing	Mentoring system designed and in place
	Increase "college hour" activities (e.g., brown bag lunch lectures/gatherings) which allow students, faculty, and staff to interact and increase student awareness of student clubs.	Student Services ASB Advisor ASB Student Clubs	Fall, 1997 -- ongoing	Student Handbook
	Create a "college hour" on MVC which provides equal opportunities for students, faculty, and staff of MVC to interact.	Student Services ASB Advisor ASB Student Clubs	Fall, 1997 -- ongoing	Student Handbook
	Provide evening club activities/events so that night students have increased social contact possibilities.		Fall, 1997 -- ongoing	Club/activities fliers
	~~Determine feasibility of allowing student cadets (Admin. of Justice) to walk students to cars at night and assist security.~~	~~Admin. of Justice~~ ~~Program~~ ~~Security~~ ~~Student Services~~	~~Fall, 1998 --~~ ongoing	~~Implementation of cadet program~~ ~~Student Handbook~~ *While many of our students are interested in (or actively seeking) careers in law enforcement, most are in a preliminary stage of their education in this area. The few trained law enforcement officers in our night classes would probably not be able to participate in a program such as this for liability reasons, unless specific approval was provided by their agencies. Therefore, this program is not practical for the college at this time. The Safety Committee will examine the issue further.*
	Provide "welcome" signs in several languages which direct students to first contact offices (both campuses.)	Student Services	Fall 1998	

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
C. Need for increased college activities/events which highlight different cultural contributions/backgrounds	**3.a** Hold a cultural fair/expo each year to help faculty, staff, and students become more aware of the diversity on campus and in the community	**3.b** Student Services Human Resources	**3.c** Fall, ~~1997~~ *1996* -- ongoing, yearly *Set for October 22, 1996*	**3.d** Fair/Expo documentation/fliers Newspaper articles
	Provide faculty lectures and student speakers on cultural contributions/backgrounds	ASB Interested student clubs Faculty	Current -- ongoing, at least twice a semester, each campus	Campus fliers Taped presentations (dependant upon presenter permission -- all presentations may not be available)
C. Need for customer service/cultural awareness training for all front-line employees, especially in student services	**4.a** Sponsor a district-wide effort in this area.	4.b Staff Development Committee	**4.c** Fall, 1996 -- *on-going*	**4.d** Training Program implementation *Underway*
C. Need for increased funding base so that additional faculty/staff/management can be hired	**5.a** Continue to lobby for allocation of funds which coordinate district population/growth rate with FTE.	**5.b** Office of the President Business Services *Board of Trustees*	**5.c** Fall 1995 -- ongoing	**5.d** ~~Correspondence with State/Government Officials~~ Increase in funding allocation. *The Board of Trustees has endorsed this MSJC legislative agenda. The increase in funding awarded to MSJC has resulted in additional hires in faculty, staff, and management.*
C. Need for recruitment efforts which result in a more diverse applicant pool for faculty/staff/management positions	**6.a** Submit job opportunity information to organizations/search service organizations which support an ethnically diverse applicant pool.	**6.b** Human Resources	**6.c** Current -- ongoing	**6.d** Increase in ethnic diversity within district employee population
	Query other colleges about potential sources for increased diversity in applicant pool.	Human Resources	~~Spring, 1997~~ *Current -- ongoing*	~~Report produced by Human Resources~~ *Greater employee diversity*
	Maintain Affirmative Action records which attest to diversity of applicant pool.	~~Affirmative Action Officer~~ *Human Resources*	Current -- ongoing	~~Affirmative Action record~~ *Greater employee diversity*

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Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
C. Need for more ethnic studies *cultural diversity-related* courses	**7.a** Review course offerings of other colleges.	**7.b** ~~Subcommittee~~ *AD HOC Group* created by the Curriculum Committee ~~for this purpose~~	**7.c** Spring, 1996 *Report to be presented in Fall, 1996*	**7.d** Report presented to Curriculum Committee
	Update curriculum to include greater diversity.	*All academic departments*	Fall, 1995 -- ongoing	Course descriptions: outlines and college catalog. *Underway, timeline is appropriate. The Program Review model approved for the 96/97 academic year directly addresses diversity in each program.*
	Add ~~ethnic studies~~ *cultural diversity-related* courses to curriculum.	All academic departments Curriculum Committee		

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
C. Need for better communication college-wide. *College-wide efforts to improve communications continue. All managers attended a two-day retreat to develop and strengthen communications at the management level. Moreover, weekly management meetings now take place. The Student Services sector has undergone significant reorganization to enhance communication. All counselors, including categorically funded counselors, are now working under a Division Director. The Division Director is elected by the counseling staff, so the leadership is responsive both to the counselors and to the administration.*	8.a Provide departmental updates for circulation within the department (e.g., policy changes and meeting times).	8.b All areas/departments	8.c Spring, 1996 -- ongoing	8.d Update will be maintained in department files
	Provide departmental updates for circulation outside the department (e.g., department responsibilities and policy changes).	All areas/departments	Spring, 1996 -- ongoing	Updates will be maintained in department files
	Enhance course scheduling coordination between academic departments.	Office of Instruction All department chairs	Fall, 1996 -- ongoing	~~Office of Instruction Report~~ Course schedules
	Increase dialogue/coordination between related/interdependent departments (e.g., counseling and DSP; counseling and academic faculty, DSP and facilities).	All related/interdependent departments administration, faculty, and staff .	Spring, 1996 -- ongoing	Communications between departments will be maintained in department/area files
	Provide both campuses with communication technology so that meetings which involve both campus personnel can be attended.	Office of the President Business Services	Fall, 1996	Implementation of communications system. *This goal has been met.*
	Provide students with departmental/ individual flow chart in Student Handbook so they know where to go dependant upon their needs.	Student Services	Fall, 1996	Student Handbook
	Provide department/area network access.	Office of the President	Current -- ongoing	Computer address file. *This goal has been met.*
	Hold additional college-wide functions, workshops, and social activities that involve staff and faculty of both campuses so that shared goals and interests can be highlighted.	Staff Development Committee Flex Committee	Spring, 1996 *1997* -- ongoing	Staff Development Committee Minutes Flex Committee Minutes

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
C. Need for adequate compensation/recognition of MSJC staff	9.a Continue and expand faculty/staff recognition activities	9.b College Administration Office of the President Foundation	9.c Current -- ongoing	9.d College records of activities *Underway*
	Continue to assess/revise as needed staff responsibilities in accordance with compensation (reclassification).	College Administration *Classified Senate*	Current -- ongoing	Job descriptions. *Underway, time is appropriate.*
	Compensate/recognize staff for duties beyond regular assignment (e.g., bilingual staff who provide assistance to non-English speakers on behalf of other departments/areas).	College Administration *Classified Senate*	Fall, 1995 -- ongoing	Job descriptions ~~Payroll (accessible pending employee permission)~~ *This topic needs to be better focused on its impact on student equity issues. However, the District made great strides in this area by adopting a single unified salary schedule in Spring 1996. Areas such as additional pay for bilingual staff can only be addressed in the negotiating environment. In addition, the entire classification system for classified staff was reviewed, with one-half of the panel coming from the classified staff ranks.*
C. Need for additional staffing to prevent excessive employee stress and student frustration	10.a Continue to lobby for allocation of funds which coordinate district population/growth rate with FTE.	10.b Office of the President Business Services *Board of Trustees*	10.c Fall, 1995 -- ongoing	10.d Correspondence with State/Government Officials Increase in funding allocation *The Board of Trustees has endorsed this MSJC legislative agenda. The increase in funding awarded to MSJC has resulted in additional hires in faculty, staff, and management.*

Student Access at MSJC

Access Research

The comparison of the percentage of each group that is enrolled to the percentage of each group in the adult population within the community served.

Area Population	Percentages
Asian	2.93%
African American	3.42%
Hispanic	19.68%
Native American	1.24%
White	83.44%
Female	51.89%

Area population is based on projection of the 1990 census by zip codes within service area. As MSJC service area is determined by trustee areas (comprised of census tracts) instead of zip codes, these data cannot be considered entirely representative.

Hispanic grouping has been projected as an ethnicity and may therefore overlap with other race categories. Therefore, comparisons between area Hispanic population and MSJC Hispanic population cannot be considered entirely representative. Disabled data are unavailable.

Spring, 1995

MSJC Population	Male	Female	Total
Asian	0.89% n=056	0.95% n=060	1.84% n=116
African American	1.76% n=111	1.52% n=096	3.29% n=207
Filipino	0.64% n=040	0.81% n=051	1.44% n=091
Hispanic	6.70% n=422	11.05% n=696	17.75% n=1118
Native American	0.86% n=054	1.62% n=102	2.48% n=156
White	24.43% n=1539	44.79% n=2821	69.23% n=4360
Pacific Islander	0.11% n=007	0.14% n=009	0.25% n=016
Disabled	1.89% n=119	2.56% n=161	4.44% n=280
Female			63% n=3996

MSJC Population represents Spring 1995 enrollment

"*n*" = the total number of students

(Benchmark figures exclude Unknown and Decline to State categories; therefore, the total of the seven ethnicity/race groupings does not equal 100%. Disabled data represent only those students utilizing the Disabled Students Program and may therefore not be entirely representative.)

Research Implications, 1995

California Community Colleges are designed to provide open access to all Californians who have graduated from high school as well as those who have not graduated but who are 18 years of age or older and can benefit from instruction. Mt. San Jacinto College, due to an enrollment cap which did not reflect its status as the second fastest growing district in the state, has been unable to adequately serve its community, which is growing rapidly and becoming increasingly diverse. According to projections of the 1990 census, the community Mt. San Jacinto College serves has grown by ten to twelve percent with a fairly even distribution by ethnicity and race. Consequently, ten to twelve percent of the population, regardless of ethnicity or race, has not been served. Due to increased funding for the 1996-97 year, Mt. San Jacinto College expects to experience rapid growth and to begin to serve that population.

Although Mt. San Jacinto College's enrollment appears to reflect the diversity of the community fairly well, the College is concerned that because of rapid growth in the service area, the census projection may not adequately reflect the diversity of the community. Funding limitations impacted outreach and recruitment efforts; however, the College is now working hard to expand these efforts.

Community representation of Asians, when compared to college enrollment of Asians, Filipinos, and Pacific Islanders, is slightly below (.13%) their representation in the community. Hispanics are 1.93% below their representation in the college; however, as Hispanic (as an ethnicity) overlaps with race categories, this number may not be entirely representative. Native Americans are represented at 1.24% above their numbers in the community. Women are represented at 12% above their numbers in the community.

Goal: ***To establish an ethnic distribution of enrollment that reflects the adult population of our service area by 2000***

Goal: ***To increase college funding base so that all students, specifically historically underrepresented students, have access to college***

Spring, 1996

MSJC Population	Male	Female	Total
Asian/Pacific Islander	1.04% n=60	1.14% n=66	2.18% n=126
African American	1.84% n=106	1.52% n=111	3..36% n=217
Filipino	0.85% n=49	0.83% n=48	1.68% n=97
Hispanic	7.44% n=430	11.15% n=644	18.59% n=1074
Native American	1.00% n=56	1.80% n=102	2.80% n=158
White	22.54% n=1302	42.76% n=2470	65.30% n=3772
Disabled	2.10% n=19	2.90% n=170	5.00% n=289
Female			60% n=3441

(MSJC Population) represents Spring 1996 enrollment

("n") = the total number of students

(Benchmark figures exclude Unknown and Decline to State categories; therefore, the total of the seven ethnicity/race groupings does not equal 100%. Disabled data represent only those students utilizing the Disabled Students Program and may therefore not be entirely representative.)

Research Implications, 1996

Mt. San Jacinto College is still concerned that the census projection may not adequately reflect the diversity of the community and is hence planning to incorporate additional factors into a census projection slated for next year.

College representative of Asians and Pacific Islanders, African Americans, Filipinos, Hispanics, and Native Americans has risen slightly, with the greatest gains made by the Hispanic population (0.84%). The Disabled Student population has also increased slightly (0.56%). The gain in historically underrepresented students represents a 3.93% increase in diversity for the College student body.

While the College is pleased that it has made progress toward both of its Access goals, increasing student diversity and increasing the college funding base are still considered to be of primary importance.

ACCESS

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
A. Need for increased funding base/increased course offerings so that district population can be adequately served.	1.a Continue to lobby for allocation of funds which coordinate district population/growth rate with FTE.	1.b Office of the President Business Services *Board of Trustees*	1.c Fall 1995 -- ongoing	1.d ~~Correspondence with State/Government officials~~ *Increase in funding allocation. The Board of Trustees has endorsed this MSJC legislative agenda. The increase in funding awarded to MSJC has resulted in an additional base which will allow the college to serve its district population more adequately.*
A. Need for better telephone access to both college sites and between sites	2.a Work with telephone service vendor to increase telephone system capacity	2.b Business Services	2.c Fall, 1995*; Fall, 1997*	2.d Contact documentation with vendor Telephone system update. *This upgrade has taken place. However, additional upgrading is necessary to keep pace with rapid college growth.*
A. Need for district-wide T.D.D. telephone system	3.a Work to secure T.D.D. telephone system	3.b Disabled Student Services *Campus ADA*	3.c Fall, 1996 *1997*	3.d District-wide T.D.D. telephone system. *DSP areas have TDD's for college/student business calls.*

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Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
A. Need for additional signs on campus, more clearly marked buildings, and additional doors with labels	4.a Produce a Feasibility Study to examine designation of building "names" or additional identifiers.	4.b Business Services Student Services Planning Committee	4.c Fall, 1996	4.d Feasibility study on building "names" or identifiers
	Determine areas/funding for additional signs to both campuses and begin additional sign installation.	Business Services Student Services Planning Committee *Facilities*	*Fall, 1996*	Additional signs on both sites. *Buildings on the San Jacinto Campus are now clearly marked with a building number which corresponds with the room numbers within the building. The Menifee Valley Campus needs to have the same system put in place.* Strategic Planning Documents
A. Need for better marquee usage or new marquee on SJC campus; need for marquee for MVC	5.a Coordinate marquee usage on the SJC and research new marquee possibilities.	5.b Student Services ASB Information Officer	5.c Spring, 1996 -- ongoing	5.d Information Officer Report. *The Public Information Office has taken over putting up information on the south marquee. The north marquee now covers sports, the art gallery, speakers and general district events. New letters are being purchased to replace those stolen or broken.*
	Secure a marquee for MVC and ideally a new marquee for SJC	Information Officer *Facilities*	Fall, 1998	Additional marquee(s) in place. *A new SJC marquee and an MVC marquee are definitely needed. The Information Officer is working with Facilities on this.*

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
A. Need for switchboard operator awareness of all college events/activities	6.a Design and implement a method of correspondence between all offices/areas and ASB, and the switchboard	6.b Information Officer ASB	6.c Current -- ongoing, enhanced	6.d Information form. *The Public Information Office provides switchboards on both campuses with information received, monthly calendars of events, copies of news releases, etc., to keep current. Effort to improve that is ongoing, especially in the area of athletics where weather and other circumstances change dates and locations of events. An information form exists for use by clubs, groups, and departments to give information to the Public Information Office, which then gives it to the switchboards. Information can be funneled through the Public Information Office to switch boards to avoid confusion.*
A. Need for more effective coordination among high school and community college staff and faculty	7.a Provide assessment at all area high schools. Coordinate increased communication through activities/meetings between high school and community college staff and faculty.	7.b Student Services ~~Recruitment Officer~~ Counselors Student Services ~~Recruitment Officer~~ Counselors	7.c ~~Fall, 1996~~ *current* -- ongoing	7.d ~~Recruitment Officer (new hire)~~ *All high schools in the SJC service area are being done each spring. MVC has made the offer to all its high schools and will do Perris.* ~~Recruitment Office Report~~ *Meetings occur regularly between counselors at the two levels.* Meetings/activities between high school and community college staff and faculty

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
A. Need for additional knowledge among community members regarding MSJC educational opportunities and community activities	8.a Seek avenues for increasing community awareness of educational opportunities and community activities.	8.b Student Services ~~Recruitment Officer~~ Counselors Tech Prep Coordinator *Public Information Officer*	8.c Fall, 1997 -- ongoing	8.d ~~Recruitment Officer (new hire)~~ ~~Recruitment Office Report~~ *Public Information Records. The Public Information Office has expanded its media and other outlets to include regional magazines and radio, has enhanced relations with media within the district, has taken part in trade fairs and other events within the communities MSJC services.*
	Coordinate communication with the switchboard so that incoming calls regarding events/activities are effectively handled.	Information Officer Switchboard	Current -- ongoing, enhanced	The Information Officer will maintains a file on community contacts/press releases and articles. *The Public Information Office provides switchboards on both campuses with information received, monthly calendars of events, copies of news releases, etc., to keep current. Effort to improve that is ongoing, especially in the area of athletics where weather and other circumstances change dates and locations of events. An information form exists for use by clubs, groups, and departments to give information to the Public Information Office, which then gives it to the switchboards. Information can be funneled through the Public Information Office to switch boards to avoid confusion.*

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Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
A. Need for increased knowledge among K-12 students and their parents regarding college opportunities and the higher education system	9.a Provide K-12 students and their parents College Night programs at area high schools	9.b ~~Recruitment Officer~~ Counselors *Area High Schools*	9.c ~~Fall, 1997~~ *Current* -- ongoing	9.d ~~Recruitment Officer (new hire)~~ ~~Recruitment Office Report~~ *Counseling Office Records. We now provide:* *1) A College Day on campus for juniors and seniors where we and college representatives from other schools are available.* *2) Invitations to 5th graders to come and tour* *3) We have also asked the president to designate a school day (mid-week, spring) as a faculty in-service day for an open house. Then all faculty and staff would be here and available for mock classes.*
	Provide Open House for K-12 students and their parents to tour campus, meet staff and faculty, and learn of college opportunities and offerings.	Recruitment Officer Counselors Instructional Faculty *Area High Schools*	~~Fall, 1997~~ *Current* -- ongoing	~~Recruitment Officer (new hire)~~ ~~Recruitment Officer Report~~
	Seek grant funding to increase outreach.	Office of Research Dean of ~~Development~~ *Institutional Advancement*	~~Spring, 1996~~ *Current* -- ongoing	Funding/grant records Research and Development Report. *Student Services or its designated committee will provide a report of its findings. Three grants and one consortium grant have been submitted through the Office of Research. Others are in progress.*
A. Need for increased recruitment efforts/outreach	10.a College Night/Open House (See A. 9.a).	10.b Student Services Recruitment Officer	10.c ~~Fall, 1997~~ *Current* -- ongoing	10.d Recruitment Office Report
	Seek grant funding to increase outreach.	Office of Research Dean of ~~Development~~ *Institutional Advancement*	*Current – ongoing*	~~Research and Development~~ Report *Update. Three grants and one consortium grant have been submitted through the Office of Research. Others are in progress.*

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Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
A. Need for students to feel a greater sense of belonging or "mattering" to MSJC community	**12.a** Develop an internal follow-up system for new/at risk students that takes place prior to first census.	**12.b** Student Services Office of Research ~~Instructional Faculty~~	**12.c** Fall, ~~1997~~ *1998* -- ongoing	**12.d** Follow-up system designed and in place. *This process is now underway in the Office of Research.*
	Design and implement mentoring system for new/at risk students.	Student Service Instructional Faculty	Fall, 1997 -- ongoing	Mentoring system designed and in place
	Provide students with a bookmark listing all area/department personnel and their responsibilities and phone numbers.	Student Services	Fall, 1996 -- ongoing	Bookmark
	Provide Student Handbooks in Student Services and Admissions and Records offices.	Student Services	Fall, 1996 -- ongoing	Student handbooks in designated areas
	Seek student input on office/area organization.	Student Services Office of Research	Fall, 1997 -- ongoing	Student Equity Report Institutional Research Update. *In progress/timeline is appropriate.*
A. Need for increased intercampus coordination of curriculum-based and student services programs	**13.a** Establish a process to develop student awareness and knowledge of vocational and certificate programs (classroom presentations, information tables, etc...).	**13.b** Tech-Prep Coordinator Student Services Faculty	**13.c** Fall, ~~1997~~ *1998* -- ongoing	**13.d** Tech-Prep Report Increased transfer rate from noncredit to credit courses
	Establish a computerized system to identify and monitor student progress and to facilitate their transition from non-credit to credit courses.	Office of Research Student Services		Institutional Research Update ~~Matriculation Documentation~~ *Currently under assessment.*
A. Need for assessment of vocational course offerings in relation to community needs	**14.a** Assess the community and present vocational course offerings based on research findings.	**14.b** Office of Instruction ~~Tech-Prep Coordinator~~ Office of Research *Dean of Instruction/ Vocational Education*	**14.c** Fall, 1997 -- ongoing	**14.d** ~~Tech-Prep~~ Report Institutional Research Update. *Underway, in progress. Timeline is appropriate.*

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
A. Need for additional, ongoing research of area demographics/student body demographics	**15.a** Conduct ongoing research of area demographics/student body demographics and provide findings to Student Services, Instruction, and Community Education.	**15.b** Office of Research	**15.c** Spring, 1997 - - ongoing	**15.d** Institutional Research Report Student Equity Report *Design is in progress. Timeline is appropriate.*
A. Need for information dissemination/telephone services in Spanish	**16.a** Assess areas/departments/ programs of need. Work with telephone service vendor to discuss implementation of phone service in Spanish in designated areas.	**16.b** Student Services - or - Designated Committee Business Services	**16.c** Fall, 1996 Fall, 1997	**16.d** Student Services or its designated committee will provide a report of its findings Establishment of phone services in Spanish
A. Need for additional Spanish-speaking staff	**17.a** Request all student-contact areas/departments/programs to assess need of Spanish speakers. Areas/departments/programs will present their prioritized findings in writing to Student Services. Hire, reassign, or train staff as needed. Provide all student contact offices with a list of Spanish speaking personnel who can assist them until additional hires/training is complete.	**17.b** Student Services All areas/departments/ programs College Administration Human Resources Student Services	**17.c** Spring, 1996 Summer, 1996 Fall, 1997 -- ongoing Fall, 1996	**17.d** Student Services memo to all student-contact areas/ departments/programs *Student Services has begun using "bilingual in English and Spanish desirable" in all job announcements.* All student-contact areas/ departments/programs' written findings Hiring records/Training program in place. *The primary need for Spanish speaking employees is at front counters and on telephones where community members make their first contact with the college. This is gradually taking place as new staff are hired.* List of contact personnel that includes procedural outline

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
A. Need for increased college-wide use of multiple measures for student placement	**18.a** English and Math Departments will work with Student Services to assess placement tests and revise as needed	**18.b** Student Services English Department Math Department	**18.c** Fall, 1997	**18.d** Report of department findings Revised assessment tests (as needed)
A. Need for increased institutional input to orientation and registration processes	**19.a** Expand multi-lingual communication capabilities (see #14 & 15).	**19.b** Student Services Business Services	**19.c** Fall, 1997	**19.d** Expansion of communication capabilities. *Underway. Timeline is appropriate.*
	Maintain registration openings for all special groups (i.e., EOPS, CARE, disabled, etc.)	Student Services Office of Instruction Dean of Admissions and Records	Ongoing	Student Services report of findings (see A.14 a& 15). Registration openings in place
	Assess need and increase credit course offerings for limited English speaking students.	Office of Instruction Office of Research	Spring, 1997 -- ongoing	Institutional Research Update Curriculum Committee Minutes *Research design is underway. Timeline is appropriate for assessment. For course approval: Fall, 1997.*
	Improve coordination between faculty and staff regarding open classes, special course opportunities for students, and occupational training/Community Ed. courses.	Student Services Office of Instruction *Community Education*	Fall, 1996 -- ongoing, enhanced	Coordination elements in place
A. Need for more information about retention factors	**20.a** Perform ~~initial and longitudinal~~ studies examining retention factors.	**20.b** Office of Research	**20.c** Spring, 1996 -- ongoing	**20.d** Institutional Research Update. *Underway. Timeline is appropriate.* ~~Matriculation Documentation~~

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
A. Need for increased levels of access/educational opportunities for various underrepresented groups	**21.a** Increase outreach efforts (see #9 and #10).	**21.b** Student Services Counselors Instructional Faculty	**21.c** Fall, 1997 -- ongoing	**21.d** Recruitment Office Report
	Develop bilingual resource list to provide bilingual services to students.	Student Services	Fall, 1997	Resource List
	Seek grant funding and research outreach programs to assist the College in recruitment/retention of historically underrepresented students.	Office of Research Dean of ~~Development~~ *Institutional Advancement*	~~Fall, 1997~~ *Spring, 1996* -- ongoing	~~Research and Development Report~~ *Update.* Funding/grand records. *Three grants and one consortium grant have been submitted through the Office of Research. More are underway.*
	Establish PUENTE on the MVC campus.	Counseling Department English Department	Fall, 1996	PUENTE Program in place. *This goal has been accomplished. The PUENTE program is in place on the Menifee Campus and the College plans to establish the program on the San Jacinto Campus.*
	Develop partnerships with agencies serving disabled citizens to conduct outreach to the community disabled population.	Disabled Student Services	Fall, 1996	Disabled Student Services Report
	Produce videos about the College and its programs and services. Distribute videos throughout the service area to ethnic community and cultural centers, public libraries, and high school centers.	Student Services Counselors ~~Recruitment Officer~~ Information Officer	Fall, 1997	Videos. *The Public Information Office has prepared a proposal for various types of videos, depending on the audience. The target date is appropriate, given budget and proposal approval.*
	Establish a pilot mentoring program with minority members of the community, faculty, staff, and students to provide support and role models (see #10).	Student Services ~~Recruitment Officer~~ Faculty Community Organizations	Fall, 1997	~~Recruitment Office Report~~. *Mentoring Program in place.*

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
A. Need for increased disabled student access to college facilities	**22.a** Install an electric door or bell for DSP building entry points.	**22.b** Student Services Disabled Student Services	**22.c** Fall, 1998	**22.d** Electric door or bell in place. *Facility changes being considered provide better access.*
	Create DSP testing space at MVC.	Student Services Disabled Student Services	Fall, 1997	Testing space determined and utilized. *Facility changes being considered provide better access.*
A. Need for methods to assist students from low socioeconomic backgrounds to become aware of college as an option, to enroll in college, and to succeed in college	**23.a** Increase student and faculty awareness of grant funding/financial aid availability by placing grant information in both campus libraries and by providing funding updates to faculty.	**23.b** Dean of ~~Development~~ *Institutional Advancement* Financial Aid	**23.c** ~~Fall, 1996~~ *Spring, 1997* -- ongoing	**23.d** Updated grant information in libraries
	Provide additional assistance with grant funding/financial aid application packets.	Financial Aid ASB Student Volunteers	Fall, 1996 -- ongoing, pending	Funding/grant records
	Seek grand funding to increase access to college for students from low socioeconomic backgrounds.	Dean of ~~Development~~ *Institutional Advancement* Faculty	Fall, 1996 -- ongoing	Increased grant applications/grant funding. *Three grants and one consortium grant have been submitted through the Office of Research. More are underway.*
	Research programs designed to recruit and acclimate non traditional students to the college environment.	Dean of ~~Development~~ *Institutional Advancement* Office of Research	~~Fall, 1997~~ *Spring, 1996 -- ongoing*	Institutional Research Update Funding/grant records. *Grants are underway. Program research delayed until Dean of Institutional Advancement hired.*
	Expand childcare facilities and access at SJC, and establish childcare facilities at MVC.	Student Services Childcare Center	Fall, 1999	Establishment of MVC facilities; increased SJC hours/employees. *This strategy is appropriate, and funding has been approved by Sacramento.*

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
A. Need for increased study skills/college life among incoming students in general, specifically historically underrepresented and students from low socioeconomic backgrounds	**24.a** ~~Research feasibility of creating a mandatory one unit study skills/college life skills course team taught by all instructional faculty and counselors.~~ *Restructure English course offerings to a four unit format.*	**24.b** ~~Subcommittee established by the Academic Senate~~ *English Department*	**24.c** Spring, ~~1996~~ *1997*	**24.d** ~~Report prepared by Subcommittee.~~ *Course Catalog. The restructuring of English offerings to a four unit format will advance these goals more effectively. Therefore, course work duplication in the Reading program and Guidance offerings will not occur.*
	Increase lab hours.	Office of Instruction	Fall, 1997	Report prepared by the Office of Instruction. *Underway. The college has submitted a grant, currently under consideration, to address these areas.*
	Increase tutor access at MVC.	Dean of Instruction	Fall, 1997	

Basic Skills Completion Rates at MSJC

Basic Math Completion Rates Research, Spring 1995

The percentage of students who completed the degree-applicable course (Math 90) within two semesters of having completed the final basic skills course (Math 51).

Population	1992 enrolled	% in Math 51	% in Math 90
Asian	1.92% n=175	8.0% n=14	35.7% n=05
African American	2.66% n=243	16.1% n=39	30.8 n=12
Filipino	0.93% n=085	25.9% n=22	22.7% n=05
Hispanic	19.18% n=1751	13.3% n=233	31.8% n=74
Native American	2.57% n=235	25.1% n=59	22.0% n=13
White	68.10% n=6215	26.3% n=1072	46.2% n=383
Pacific Islander	0.26% n=024	12.5% n=03	66.7% n=02
Disabled	0.02% n=193	0.0% n=0	0.0% n=0
Females	62.94% n=5738	19.82% n=1137	35.62% n=405

1992 enrolled signifies opening course enrollment

% in Math 51 represents a subset of *1992 enrolled*: students who enrolled in Math 51 during their academic career

% in Math 90 represents the subset of *% in Math 51* enrolled who completed Math 90 within two semesters of having taken Math 51

"*n*" = the total number of students

(Benchmark figures exclude Unknown and Decline to State categories; therefore, the total of the seven ethnicity/race groupings does not equal 100%. Disabled data represent only those students utilizing the Disabled Students Program and may therefore not be entirely representative.)

Basic English Completion Rates Research, Spring 1995

The percentage of students who completed the degree-applicable course (English 98) within two semesters of having completed the final basic skills course (English 60;64).

Population	1992 enrolled	% Eng. 60/64	% Eng. 98
Asian	1.92% n=175	39.4% n=69	23.2% n=16
African American	2.66% n=243	20.6% n=50	32.0% n=16
Filipino	0.93% n=085	38.8% n=33	30.3% n=10
Hispanic	19.18% n=1751	19.6% n=343	27.4% n=94
Native American	2.57% n=235	20.4% n=48	25.0% n=12
White	68.10% n=6215	12.1% n=754	32.5% n=245
Pacific Islander	0.26% n=024	12.5% n=3	33.3% n=1
Disabled	0.02% n=193	0.0% n=0	0.0% n=0
Female	62.94% n=5738	15.68% n=900	23.0% n=207

1992 enrolled signifies opening course enrollment

% Eng. 60/64 represents a subset of *1992 enrolled*: students who enrolled in English 60 during their academic career

% English 98 represents the subset of *% Eng. 60/64* students who completed English 98 within two semesters of having taken either English 60 or English 64

"*n*" = the total number of students

(Benchmark figures exclude Unknown and Decline to State categories; therefore, the total of the seven ethnicity/race groupings does not equal 100%)

Research Implications, 1995

Successful completion rates in ESL/basic skills courses are an important indicator of student success, specifically for historically underrepresented student populations. Statewide basic skills course completion rates tend to be lower than completion rates in all other course work areas. According to The Effectiveness of California Community Colleges on Selected Performance Measures (April, 1995), Statewide completion rates were 4.4% for ESL courses and 9.3% for remediation/basic skills courses for Fall 1992. Presumably, the statewide rates for successful completion of degree-applicable course work in the discipline within a given number of semesters of having completed the final basic skills course would be significantly lower. Mt. San Jacinto College found that the lack of transfer level ESL course offerings compromised accurate assessment of student progress in ESL. Completion rates from final ESL courses (English 53/54), which are non-transferable, to the degree-applicable English course (English 98) are virtually non-existent, with 0.0006% being the highest average (Hispanic) for all ethnic groupings.

Basic skills course completion rates in English (within two semesters) are fairly evenly distributed, with a mean of 29.1%. Successful completion rates are highest for Pacific Islanders, whites, and African Americans, in that order. Completion rates are lowest for Asians, females, Native Americans, and Hispanics, in that order. The range between all groupings is 10.1%. The range between all groupings except for Pacific Islanders, whose group is comprised of three individuals and hence skews the sample, is 9.3%. No disabled students enrolled.

Successful course completion rates in math (within two semesters) have a range of 44.7%, with a mean completion rate of 36.6%. Distribution reflects significantly higher completion rates for Pacific Islanders, whose grouping is comprised of three individuals and hence skews the sampling. The range without this grouping is 24.2%. Whites have the second highest completion rate, though they fall 20.5% below Pacific Islanders. Asians and females are third at approximately 10.5% lower than whites. Lowest completion rates are held by Filipinos and Native Americans, whose rates differ by only 0.7%. These results display the importance of breaking Asians into as many categories as possible, as their success rates as well as their cultures differ widely. No disabled students enrolled in Math 51.

Goal: To improve by 5% a year the percentage of students who successfully complete the degree-applicable course in English (English 98) within six semesters of having completed the final ESL course

Goal: To improve by 5% a year the percentage of students who successfully complete the degree-applicable course (English 98) within two semesters of having completed the final basic skills course (English 60)

Goal: To improve by 5% a year the percentage of students who successfully complete the degree-applicable course (Math 90) in the discipline within two semesters of having completed the final basic skills course (Math 51)

Basic Math Completion Rates Research, Spring 1996

The percentage of students who completed the degree-applicable course (Math 90) within two semesters of having completed the final basic skills course (Math 51).

Population	1993 enrolled	% in Math 51	% in Math 90
Asian	2.02% n=146	9.59% n=14	35.71% n=5
African American	3.34% n=242	19.42% n=47	27.66% n=13
Filipino	1.13% n=82	24.39% n=20	25.00% n=5
Hispanic	16.39% n=1186	21.75% n=258	34.88% n=90
Native American	2.56% n=185	26.49% n=49	28.57% n=14
White	70.31% n=5089	19.73% n=1004	38.45% n=386
Pacific Islander	0.32% n=23	17.39% n=4	50.00% n=2
Disabled	3.19% n=231	40.69% n=94	38.30% n=36
Females	62.59% n=4530	24.13% n=1093	37.79% n=413

1993 enrolled signifies opening course enrollment

% in Math 51 represents a subset of *1993 enrolled*: students who enrolled in Math 51 during their academic career

% in Math 90 represents the subset of *% in Math 51* enrolled who completed Math 90 within two semesters of having taken Math 51

"*n*" = the total number of students

(Benchmark figures exclude Unknown and Decline to State categories; therefore, the total of the seven ethnicity/race groupings does not equal 100%. Disabled data represent only those students utilizing the Disabled Students Program and may therefore not be entirely representative.)

Basic English Completion Rates Research, Spring 1996

The percentage of students who completed the degree-applicable course (English 98) within two semesters of having completed the final basic skills course (English 60;64).

Population	1993 enrolled	% Eng. 60/64	% Eng. 98
Asian	2.02% n=146	36.30% n=53	35.85% n=19
African American	3.34% n=242	16.12% n=39	25.64% n=10
Filipino	1.13% n=82	35.37% n=29	34.48% n=10
Hispanic	16.39% n=1186	22.77% n=270	28.89% n=78
Native American	2.56% n=185	14.59% n=27	33.33% n=9
White	70.31% n=5089	11.30% n=575	37.57% n=216
Pacific Islander	0.32% n=23	8.70% n=2	100.00% n=2
Disabled	3.19% n=231	45.45% n=105	34.29% n=36
Female	62.59% n=4530	15.43% n=699	33.62% n=235

1993 enrolled signifies opening course enrollment

% Eng. 60/64 represents a subset of *1993 enrolled*: students who enrolled in English 60 during their academic career

% English 98 represents the subset of *% Eng. 60/64* students who completed English 98 within two semesters of having taken either English 60 or English 64

"*n*" = the total number of students

(Benchmark figures exclude Unknown and Decline to State categories; therefore, the total of the seven ethnicity/race groupings does not equal 100%)

Research Implications, 1996

Basic math completion rates for Asians have remained within 1% of 1995 percentages. African Americans (at 3.14%) and Whites at (7.75%) both experienced a drop in completion rates, whereas gains were made by disabled students (38.30%), Native Americans (6.57%), Hispanics (3.08%), Filipinos (2.3%), and female students 2.17%).

Basic English completion rates for African Americans fell by 6.36%, whereas gains were made by disabled students (34.39%), female students (10.62%), Native Americans (8.33%), Whites (5.07%), Filipinos (4.18%), and Hispanics (1.49%).

While the goal of increasing successful completion has been surpassed by disabled students and met by Native Americans in math and English and by Whites in English, the College needs to increase retention efforts. The drop in successful completion rates experienced by African Americans in both math and English is cause for concern.

ESL/BASIC SKILLS COMPLETION

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
E. Need for greater access to student support services	**1.a** Evaluate methods for increasing student access to counseling, financial aid, and career services.	**1.b** Student Services	**1.c** Fall, 1997	**1.d** Student Services Report Matriculation Documentation
	Evaluate methods for increasing student access to classroom, lab, and library space and/or hours.	Dean of Instruction Librarians	Fall, 1997	Dean of Instruction/Library Report
E. Need for low enrollment ESL courses to be sustained so that students are not prevented from ESL course sequence completion	**2.a** Assess feasibility of converting ESL courses to protected (Omega) status.	**2.b** English Department Curriculum Committee	**2.c** Fall, 1996	**2.d** English Department memo to Curriculum Committee. Curriculum Committee Minutes. *The Curriculum Committee will address this need as soon as is comes forward from the English Department.*
E. Need for greater fluency of English in student body	**3.a** Determine feasibility of offering lower level ESL/Community Ed. courses each semester.	**3.b** English Department Community Education	**3.c** Fall, 1997	**3.d** English Department Meeting Minutes *Courses in place*
E. Need for greater access to courses for second language students	**4.a** Determine feasibility of offering transfer-level, protected (Omega) ESL and sequenced courses that parallel English 60 and 98.	**4.b** English Department Curriculum Committee	**4.c** Fall, 1997	**4.d** English Department Meeting Minutes. *Curriculum Committee Minutes. The Curriculum Committee will address this need as soon as it comes forward from the English Department.*
	Determine feasibility of offering Community Education ESL courses, designed to transition students into college credit ESL courses, each semester.	English Department Community Education	Fall, 1997	English Department Meeting Minutes

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
E. Need for increased study skills among ESL/Basic Skills students	5.a ~~Research feasibility of creating mandatory one unit study skills course team taught by all instructional faculty and counselors, at least for high-risk students.~~	5.b ~~Subcommittee established by Academic Senate~~ *English Department*	5.c Spring, 1997	5.d ~~Report prepared by subcommittee~~ *Course catalog* *The restructuring of English offerings to a four-unit format will advance these goals more effectively. Therefore, course work duplication in the Reading program and Guidance offerings will not occur.*
	Increase lab hours.	Office of Instruction	Fall, 1997	Report prepared by Office of Instruction
	Increase tutor access at both sites.	Dean of Instruction Student Services	Spring, 1996 -- ongoing	
E. Need for increased tracking of low scoring and/or high risk students	6.a Perform ~~initial and longitudinal~~ studies tracking low scoring and/or high risk students.	6.b Office of Research	6.c Spring, 1997 -- ongoing	6.d Institutional Research Update ~~Matriculation Documentation~~ *Design is underway. Timeline is appropriate.*
E. Need for increased awareness of program options in student body	7.a Disseminate simplified lists and/or charts about programs/program options to counselors and in classrooms.	7.b Academic Departments	7.c Fall, 1996 -- ongoing	7.d Department files Course lists/charts

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
E. Need for greater instructional faculty awareness of the role of language in the learning process and the nature of learning in a second language	8.a Flex activity focused in this area for all instructional faculty.	8.b Flex Committee Instructional Faculty	8.c Fall, 1997	8.d Flex Handbook *Each year, the Flex Committee puts into the January schedule at least one class devoted to the use of writing in the classroom. The 1996 program included "What I'm Thinking," a workshop in which instructors studied the connection between writing and thinking via creative writing techniques. The 1997 program contains the workshop "Writing Across the Disciplines." Additionally, the Flex Committee will investigate presenting a reprise of a workshop presented many years ago entitled "The Musicality of Language," as well as a request of Dr. Carl Gao for a workshop in teaching ESL students.*
E. Need for greater faculty awareness of optimal learning styles and environments among students	9.a Flex activity focused in this area for all instructional faculty.	9.b Flex Committee Instructional Faculty	9.c Fall, 1997	9.d Flex Handbook *The flex program has offered in the past and will continue to offer workshops on understanding differences in learning styles and how to teach multiple intellegences. For example, the 1997 program offers a Myers-Briggs learning inventory workshop. Additionally, the Flex Committee will endeavor to add a cultural awareness workshop to the 1997 program.*

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Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
E. Need to decrease class size in English 60 and Math 51 so that students may obtain increased individual attention *This is not currently feasible. The College will conduct research to establish the validity of the barrier. Previous course size reductions have not affected persistence or success.*	10.a Determine feasibility of reducing course size. Secure information from other colleges with smaller classes regarding student success.	10.b Math Department English Department Curriculum Committee	10.c Spring, 1997	10.d Math Department Meeting Minutes English Department Meeting Minutes
E. Need to make area high schools more aware of academic writing requirements of MSJC English program	11.a Increase articulation efforts with area high schools	11.b Articulation Officer	11.c Current -- ongoing, enhanced	11.d Articulation Update
E. Need for increased reading skills among incoming students so that they are better able to access college text books	12.a Develop short-term immersion courses in reading.	12.b English Department	12.c Fall, 1997	12.d Curriculum Committee Minutes
E. Need for more understanding about college on the part of incoming MSJC students	13.a Develop rigorous, mandatory orientation program for all incoming students. Expand outreach efforts to parents of MSJC and future MSJC students.	13.b Matriculation Committee *Student Services* Recruitment Officer (new hire) *Student Services*	13.b Fall, 1997 Spring, 1997 *Current -- ongoing*	13.d Matriculation Committee Minutes *Orientation Documents* Recruitment Office Report *Outreach Documents*
E. Need for assessment/ evaluation of math and English placement measures	14.a Assess math and English placement measures.	14.b Math Department English Department Counselors	14.c Spring, 1997	14.d Placement measure revision/ update Matriculation Committee Minutes
E. Need for more interaction with adjunct faculty	15.a Develop program of interaction between adjunct and full time faculty.	15.b Academic Departments	15.c Fall, 1997	15.d Program of interaction in place -or- Flex Handbook (activity)

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
E. Need for greater articulation between K-12 teachers and MSJC ESL course offerings	**16.a** Increase articulation efforts between MSJC and K-12 teachers.	**16.b** Articulation Officer	**16.c** Fall, 1997	**16.d** Articulation and Matriculation Reports
E. Need for ESL placement measures	**17.a** Secure sample testing measures from other colleges	**17.b** English Department	**17.c** Fall, 1997	**17.d** Placement measure revision/ update
	Assess feasibility of expanding assessment process to accommodate incoming ESL students.	Matriculation Committee	Fall, 1997	Matriculation Documentation
	Work with area schools to increase awareness of the importance of correct/valid assessments.	Articulation Officer Recruitment Officer *Counselors*	Fall, 1996 -- Spring, 1997	Articulation Update *Meeting Documentation*
E. Need for bilingual counseling services for ESL students on both campuses	**18.a** Assess ESL counseling need.	**18.b** Counselors	**18.c** Fall, 1997	**18.d** Counseling Department Memorandum *Records*
	Request needed training and/or additional counselor(s).	Student Services	Fall, 1997	
E. Need for effective reading and writing skills within student population	**19.a** Work to enhance writing across the curriculum.	**19.b** Academic Departments	**19.c** Fall, 1996	**19.d** Course guidelines Course syllabi
	Work to increase enrollment in reading classes.	English Department	Fall, 1996	Fliers for counselors, classroom, and general college distribution
	Develop a short term immersion course in reading.	English Department	Fall, 1997	Curriculum Committee Minutes
E. Need for student access to full array of day and evening ESL course offerings on both campuses	**20.a** Develop additional ESL courses in accordance with non credit and credit needs.	**20.b** Community Education English Department	**20.c** Spring, 1998	**20.d** English Department Minutes
	Offer pilot ESL courses with protected status (Omega) for day and evening students.	English Department Curriculum Committee	Fall, 1998	*English Department Minutes* Curriculum Committee Minutes

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
E. Need for effective tracking of ESL/Basic Skills students	**21.a** Create and implement initial and longitudinal research tracking ESL/Basic Skills students.	**21.b** Office of Research	**21.c** Spring, 1997	**21.d** Matriculation Documentation Institutional Research Update *Design is underway. Timeline is appropriate.*
E. Need for pre-college credit level courses for ESL students offered each semester	**22.a** Determine feasibility of offering lower level ESL Community Ed. Courses each semester.	**22.b** English Department Community Education	**22.c** Fall, 1997	**22.d** English Department Minutes *Course schedule*
E. Need for students to begin math sequence during first semester, or as soon as possible, to take math courses consecutively, and to seek help when necessary	**23.a** Advise students to begin math early, to take courses consecutively, and to seek help when necessary. Inform math students about tutoring availability at SJC and about computer lab tutorials at MVC by announcing this in class and including it in course syllabi. Whenever possible, offer student incentives for seeking these services (e.g., extra credit).	**23.b** Counselors Math Faculty Math Faculty	**23.c** Spring, 1996 - - ongoing Spring, 1996 -- ongoing	**23.d** Course syllabi Counseling Meeting Minutes Tutoring records Course syllabi Lab records *Tutoring records*

Successful Course Completion at MSJC

Successful Course Completion Research, Spring 1995

The ratio of the number of courses that students successfully complete (A, B, C, Cr) to the number of courses in which students are enrolled on the census day of the term.

Grouping	Total Population	Courses Enrolled	Courses Completed
Asian	1.84% n=116	n=276	75% n=207
African American	3.29% n=207	n=617	51% n=317
Filipino	1.44% n=091	n=201	75% n=150
Hispanic	17.75% n=1118	n=2569	60% n=1553
Native American	2.48% n=156	n=386	60% n=220
White	69.23% n=4360	n=9250	69% n=6392
Pacific Islander	0.25% n=016	n=030	53% n=016
Disabled	4.43% n=279	n=873	62% n=519
Female	62.79% n=3955	n=8367	69% n=5792

Total Population represents Spring 1995 enrollment

Courses Enrolled represents the total number of courses taken by each grouping

'n'= the total number of students

(Benchmark figures exclude Unknown and Decline to State categories; therefore, the total of the seven ethnicity/race groupings does not equal 100%. Disabled data represent only those students enrolled in the Disabled Students Program and may therefore not be entirely representative.)

Successful Course Completion Research, Spring 1996

The ratio of the number of courses that students successfully complete (A, B, C, Cr) to the number of courses in which students are enrolled on the census day of the term.

Grouping	Total Population	Courses	Courses Completed
Asian	1.7% n=127	n=294	71.77% n=211
African American	3.2% n=239	n=717	52.16% n=374
Filipino	1.45% n=108	n=241	62.66% n=151
Hispanic	16.1% n=1,198	n=2,801	61.91% n=1,734
Native American	2.32% n=173	n=430	56.74% n=244
White	58.2% n=4,343	n=9,592	67.96% n=6,519
Pacific Islander	0.23% n=17	n=37	45.95% n=17
Disabled	3.85% n=287	n=859	60.42% n=519
Female	55.37% n=4,130	n=9,170	67.96% n=6,232

Total Population represents Spring 1996 enrollment (by start-date, including Commuter and Late Start classes)

Courses Enrolled represents the total number of courses taken by each grouping

"n"= the total number of students

(Benchmark figures exclude Unknown and Decline to State categories; therefore, the total of the seven ethnicity/race groupings does not equal 100%. Disabled data represent only those students enrolled in the Disabled Students Program and may therefore not be entirely representative.)

Research Implications, 1995

Successful course completion is an important measure of equity. Mt. San Jacinto College's successful course completion rates are highest for Asians and Filipinos, who share a 75% success rate. Successful course completion rates are second highest for whites and females at 69%. Disabled students succeed at 62%. Hispanics and Native Americans share a success rate of 60%. Lowest completion rates are held by disabled students, who succeed at 57%, by Pacific Islanders, who succeed at 53%, and by African Americans, who succeed at 51%. The range between all groupings is 24%.

Goal: ***To increase completion rates by 5% for each group***

Goal: ***To reduce the difference between all groups to a maximum of 10% by 2000***

Goal: ***To maintain standards of rigor throughout the process***

Research Implications, 1996

Successful course completion rates are up slightly for African Americans (1.16%) and Hispanics (1.91%) and down slightly for Whites (1.04%), Females (1.04%), and disabled students (1.58%). Asians and Native Americans are both down by three percent. Pacific Islanders succeed at 7.05% below last year, and Filipinos succeed at 12.34% below last year.

The reasons for these drops is not clear and will need to be examined further. These results will be distributed college wide for discussion and input.

SUCCESSFUL COURSE COMPLETION

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
S. Need for a systematic review and update of all curricula to ensure diversity issues are integral to the material	1.a Review all curricula to ensure diversity issues are integral to the material.	1.b Academic Departments Office of Instruction Curriculum Committee	1.c Fall, ~~1999~~ *1996*	1.d Course guidelines Course syllabi Curriculum Committee Minutes *The 1996-97 Program Review model approved by the Curriculum Committee incorporates an entire section which requires review of all curricula to ensure diversity issues are integral to program offerings.*

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
S. Need for additional support services	**2.a** Evaluate methods for increasing student access to counseling, financial aid, and career services.	**2.b** Student Services	**2.c** Fall, 1997	**2.d** Student Services Report
	Evaluate methods for increasing student access to classroom, lab, and library space and/or hours.	Dean of Instruction Librarians	Fall, 1997	Dean of Instruction/Library Report
	Increase tutor access at both campus cites.	Dean of Instruction	Spring, 1996 -- ongoing	~~Report prepared by Office of Instruction~~ *Tutoring Records*
	Provide textbooks on reserve. ~~Provide textbooks on tape.~~	Instructional Faculty	Current -- expanded, ongoing	Course syllabi Library Reserve Records
	Provide district-wide TDD telephone system.	~~Disabled Student Services~~ *Campus ADA*	Fall, ~~1996~~ 1997	District-wide TDD telephone system. *DSP areas have T.D.D.'s for college/student business calls.*
	Expand childcare facilities/access at SJC, and establish childcare facilities at MVC.	Student Services Childcare Center	Fall, 1999	Increased SJC hours/access Establishment of MVC facilities. *This strategy is appropriate, and funding has been approved by Sacramento.*
	Increase financial aid, small emergency awards, and timely dispersement of funds.	Financial Aid Office Dean of Admissions and Records	Fall, 1998	Financial Aid Records
	Work with RTA to provide bus schedules on both campuses and to increase service to the college.	Information Officer	Spring, 1996 -- ongoing	Bus schedules *The Public Information Office continues to work with RTA for bus schedules.*
	Establish program designed to increase success rate for African Americans.	Student Services Dean of ~~Development~~ *Institutional Advancement*	by Fall, 1998 -- ongoing	Program Documentation Program in place

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
S. Need for increased faculty/front line personnel awareness of service areas and the variety of MSJC's student population	**3.a** Provide flex activity bus trips through service areas, specifically rural and low income areas so that faculty/front line personnel can be more aware of and sensitive to the needs of all MSJC students.	**3.b** Flex Committee Faculty	**3.c** Spring, 1997 -- ongoing	**3.d** Flex Handbook. *Bus tours have been conducted twice before as part of the January Flex program. These tours were conducted, though, when MSJC still operated its own bus. This service has been suspended at MSJC, and buses, contracted else where, cost approximately $500 per day, a pricey sum for a single Flex activity. However, the Flex Committee will look into securing funds for just such an activity in light of the Student Equity Committee's charge and recommendation.*
	Provide student presentations/forums for faculty/front line personnel.	ASB Student Clubs	Fall, 1996 -- ongoing	Flex Handbook Presentation information will be maintained in college files
S. Need for increased sensitivity to cultural/ability differences	**4.a** Provide flex activities/Pre-College Day activities designed to enhance awareness of cultural/ability differences.	**4.b** Faculty Disabled Student Services	**4.c** Spring, 1997 -- ongoing	**4.d** Flex Handbook Pre-College Day activities records
S. Need for increased acknowledgment and recognition of the academic achievements of historically underrepresented students	**5.a** Develop and expand existing student recognition programs.	**5.b** Student Services	**5.c** Current -- ongoing, enhanced	**5.d** Student Services records Recognition programs in place Recognition programs records

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
S. Need for increased support for faculty to maintain currency in their disciplines	**6.a** Maintain and expand currency in learning materials/equipment.	**6.b** Flex Committee Faculty	**6.c** Current -- ongoing	**6.d** Flex Handbook
	Increase faculty skills/knowledge. Provide computer and multi-media presentation training.	Flex Committee Faculty	Current -- ongoing	Flex Handbook *One of the Flex Committee's main charges is to aid instructors in maintaining currency in their disciplines, and this is in part accomplished by maintaining and expanding currency in learning materials/equipment and by increasing faculty skills/knowledge. Past and present Flex schedules show that any number of workshops satisfy these goals. The Flex Committee will maintain this focus.*
	Provide reimbursement and recognition for college course work related to area of service.	Office of Instruction Salary Advancement Committee	Current -- ongoing, enhanced	Salary Advancement Committee Minutes
S. Need for low enrollment transfer level/degree-applicable courses to be sustained so that students are not prevented from transfer or degree completion in a timely manner	**7.a** Assess feasibility of converting selected transfer level/degree-applicable courses to Omega status.	**7.b** Office of Instruction Academic Departments Curriculum Committee	**7.c** Fall, 1996 -- ongoing	**7.d** Curriculum Committee Minutes *The Curriculum Committee will address this issue when it comes forward.* Course Outlines
S. Need for greater student access to regular course offerings/course schedule	**8.a** Create greater consistency of course offerings so that scheduling changes are minimized (e.g., prevent last minute add or deletion of course offerings when possible).	**8.b** Office of Instruction ~~Division Directors~~ *Instructional Deans* Department Chairs	**8.c** Fall, 1996 -- ongoing	**8.d** Schedule of classes Office of Instruction records of ~~course changes~~
	Provide final exam schedule in schedule of classes so that students can coordinate their MSJC semester schedules with outside commitments.	Office of Instruction	Fall, ~~1997~~ *1996* -- ongoing	Schedule of classes *The final exam schedule is now in place in the schedule of classes.*

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
S. Need for varied staff/faculty hours so that night/part time students have increased access to student services	**9.a** Encourage faculty to teach/counsel during afternoon and evening hours. Assess feasibility of offering varied work schedules for staff.	**9.b** Academic Departments Office of Instruction Student Services All student contact service areas	**9.c** Spring, 1996 -- ongoing Fall, 1996 -- ongoing	**9.d** Schedule of classes Schedule of counseling appointments. *Counseling offers services at both campuses 5 days per week and 4 evenings per week. Many full-time faculty teach in the evenings This goal has therefore been met.* All student contact service area records
S. Need for Admissions and Records and Student Services to be centralized and better coordinated	**10.a** Move Admissions and Records and Student Services to provide a centralized location. Maintain regularly scheduled meetings between Admissions and Records and Student Services administrators, faculty, and staff.	**10.b** Office of the President Admissions and Records Student Services Admissions and Records Student Services	**10.c** Fall, 1996 Fall, 1996 -- ongoing	**10.d** Location of offices/campus maps. *Admissions and Records is now housed within the Student Success Center, along with all Student Services. This goal has been met.* Minutes of meetings

Degree and Certificate Completion at MSJC

Degree and Certificate Research, Fall 1994

The total number of degrees and certificates awarded and the ethnic distribution of the recipients.

MSJC Population	Degrees	Certificates	Total
Asian	2.69% n=12	1.37% n=02	2.35% n=14
African American	1.56% n=07	1.37% n=02	1.51% n=09
Filipino	0.67% n=03	4.80% n=07	1.68% n=10
Hispanic	9.56% n=43	11.64% n=17	10.07% n=60
Native American	1.78% n=08	2.74% n=04	2.01% n=12
White	83.33% n=375	78.10% n=114	82.05% n=489
Pacific Islander	0.44% n=02	0.0% n=0	0.34% n=02
Female	75.11% n=338	74.70% n=109	75% n=447

MSJC Population represents the students who were enrolled during Fall, 1994.

"n" = the total number of students

Disabled data are currently unavailable

Research Implications, 1995

Degree and certificate completion rates are consequential measures of student success and equity. At Mt. San Jacinto College, Asians, Native Americans, Filipinos, and Pacific Islanders receive degrees and certificates within .5% of their representation in the college. African Americans receive degrees and certificates at 1.78% below their representation; Hispanics, at 7.68% below their representation. Females receive degrees and certificates at 12% above their representation in the college.

Goal: ***To increase by 10% a year the total number of degrees and certificates awarded***

Goal: ***To ensure that the ethnic distribution of degree and certificate recipients is within 2% of the enrollments four years earlier***

Degree and Certificate Research, Fall 1995

The total number of degrees and certificates awarded and the ethnic distribution of the recipients.

MSJC Population	Degrees	Certificates	Total
Asian	1.90% n=17	0.67% n=2	1.59% n=19
African American	1.12% n=10	1.00% n=3	1.09% n=13
Filipino	0.89% n=8	2.34% n=7	1.26% n=15
Hispanic	9.15% n=82	7.69% n=23	8.79% n=105
Native American	1.79% n=16	3.01% n=9	2.09% n=25
White	41.07% n=368	41.47% n=124	41.17% n=492
Pacific Islander	0.00% n=0	0.00% n=0	0.00% n=0
Female	40.74% n=365	39.80% n=119	40.50% n=484
Disabled	3.35% n=30	4.01% n=12	3.51% n=42

MSJC Population represents the students who registered for Fall, 1995 classes.

"*n*" = the total number of students

Disabled data represent only those students utilizing the Disabled Students Program and may therefore not be entirely representative.

Research Implications

Degree and certificate completion rates are consequential measures of student success and equity. At Mt. San Jacinto College, Asians, Native Americans, Filipinos, and Pacific Islanders receive degrees and certificates within .5% of their representation in the college. African Americans receive degrees and certificates at 1.78% below their representation; Hispanics, at 7.68% below their representation. Females receive degrees and certificates at 12% above their representation in the college.

Goal: To increase by 10% a year the total number of degrees and certificates awarded

Goal: To ensure that the ethnic distribution of degree and certificate recipients is within 2% of the enrollments four years earlier

Research Implications, 1996

Degree and certificate completion rates are down slightly (about 1%) for Asians, African Americans, Filipinos, and Hispanics. Whites and females experienced substantial drops at 40.88% and 34.5% respectively. Native Americans experienced a very slight increase of 0.08%. Disabled Student data were unavailable last year.

These data display that the College fell far short of its degree and certificate completion goal of increasing by 10% a year for the total number of degrees and certificates awarded. Consequently, the College will need to distribute and discuss these data and make expanded efforts to increase degree and certificate completion rates.

DEGREE AND CERTIFICATE COMPLETION

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
D. Need for greater awareness among students/potential students regarding degree and certificate options	1.a Prepare brochure that outlines degree and certificate offerings for classroom, counseling office, and community dissemination.	1.b Tech-Prep Coordinator Office of Instruction	1.c Fall, 1996	1.d Brochures Tech-Prep Report
	Provide comprehensive Career Center services on the MVC.	Career Center	Fall, 1997	Establishment of comprehensive Career Center services on MVC
	Increase information *awareness* about Career Center services.	Career Center	Current -- ongoing	~~Career Center Reports/Updates~~ *Classroom presentations.*
	Review and revise orientation process to enhance high contact, multiple area introduction to MSJC and its services.	Student Services Office of Instruction	Fall, 1997 -- ongoing	~~Matriculation Documentation~~ *Counseling Records*
	Educate business community regarding scope of certificates available.	Tech-Prep Coordinator Marketing Committee	Current -- ongoing	Tech-Prep Report
D. Need for greater accessibility to program schedule	2.a Explore scheduling alternatives to augment regular 16 week semester courses.	2.b Office of Instruction ~~Academic Faculty~~	2.c ~~Fall, 1997~~ *Spring,, 1996*	2.d Schedule of Course Offerings Course Outlines *Underway. Currently, the College offers "late start" courses and is expanding afternoon and Saturday offerings.*
	Track student schedules semester to semester to determine whether degrees and certificates can be obtained in a timely manner (i.e., are students able to complete degree programs based on course time/day availability?)	Office of Research	Fall, 1997	Institutional Research Update *Design is in progress.*
D. Need for greater academic support	3.a Expand tutoring availability.	3.b Student Services	3.c Fall, 1997	3.d Report by Dean of Instruction
	Provide tutoring for vocational courses.	Student Services Dean of Instruction	Spring, 1997	Tech-Prep Report

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
D. Need for assessment of degree and certificate offerings to determine how MSJC meets degree and certificate needs of its service area (e.g., business needs)	**4.a** Track employment placement rate to determine program success. Work with community/business leaders to assess program offerings.	**4.b** Office of Research *Dean of Instruction/Vocational Education* Tech-Prep Coordinator Marketing Committee	**4.c** Fall, 1997 -- ongoing	**4.d** Institutional Research Update *Design is in progress.* Tech-Prep Report
D. Need for research to determine disabled degree and certificate completion rates	**5.a** Research disabled degree and certificate completion rates.	**5.b** Office of Research	**5.c** ~~Fall, 1996~~ *Current* -- ongoing	**5.d** Student Equity Report *Underway.*

Transfer at MSJC

Transfer Research Results, 1995

The percentage of each group that is enrolled to the percentage who transfer to a CSU or a UC campus each year and the ethnic distribution of these transfer students.

% MSJC population	91/92	92/93	93/94
Asian/Pacific Islander	2.3%	2.3%	2.5%
African American	2.7%	3.2%	3.3%
Filipino	0.9%	1.1%	1.1%
Hispanic	14.2%	15.3%	16.5%
Native American	2.7%	2.8%	2.6%
White	74.7%	71.3%	69.7%

(Benchmark figures exclude Unknown and Decline to State categories; therefore, the total of the six groups does not equal 100%. As Disabled and Female rates are currently unavailable, they are not displayed in MSJC population.)

% MSJC transfer rates	91/92	92/93	93/94
Asian/Pacific Islander	2.5%	5.5%	4.2%
African American	4.2%	6.4%	3.1%
Filipino	0.0%	1.8%	0.52%
Hispanic	11.8%	13.6%	18.2%
Native American	0.8%	0.9%	0.0%
White	74.0%	55.5%	61.5%

(Benchmark figures exclude Unknown and Decline to State categories; therefore, the total of the six groups does not equal 100%. These data are provided by CPEC. Disabled and Female population data are currently unavailable.)

Transfer at MSJC

Transfer Research Results, 1996

The percentage of each group that is enrolled to the percentage who transfer to a CSU or a UC campus four years later and the ethnic distribution of these transfer students.

% MSJC population	91/92
Asian/Pacific Islander	2.3%
African American	2.7%
Filipino	0.9%
Hispanic	14.2%
Native American	2.7%
White	74.7%

(Benchmark figures exclude Unknown and Decline to State categories; therefore, the total of the six groups does not equal 100%. As Disabled and Female rates are currently unavailable, they are not displayed in MSJC population.)

% MSJC transfer rates	94/95
Asian/Pacific Islander	3.6%
African American	3.2%
Filipino	0.0%
Hispanic	13.2%
Native American	2.3%
White	64.5%

(Benchmark figures exclude Unknown and Decline to State categories; therefore, the total of the six groups does not equal 100%. These data are provided by CPEC. Disabled and Female population data are currently unavailable.)

Research Implications, 1995

Education Code section 51027 requires that the governing board of each community college district recognize transfer as one of its primary missions, and that an emphasis shall be placed on the preparation and transfer of underrepresented students. Mt. San Jacinto College found that although it places great importance on transfer, and has established a successful Transfer Center, more needs to be done to increase transfer rates, specifically among historically underrepresented groups and ethnic minorities, as defined by Division 6 of Title 5, Subchapter 4, Section 54220.

At. Mt. San Jacinto College, Asians and Pacific Islanders are transferring at slightly higher rates than their representation in the community and at the college. African Americans are transferring on par with their representation (1993/94) thougl. transfer rates are below representation figures for the two proceeding years. African Americans are also transferring at slightly higher rates than their representation in the community. Filipinos are transferring at rates very slightly under their representation in the college. Their representative percentage in the community cannot be determined from current census data. Hispanics are transferring at rates very slightly under their representation in the college and slightly below their representation in the community. Native Americans are transferring at much lower rates than their representation in the college and slightly below their representation in the community, though their representation in the college is slightly higher than within the community. Whites transfer at rates slightly lower than their representation in the college.

Goal: To increase by 5% a year the number of students who transfer

Goal: To ensure the ethnic distribution of transfer students is within 2% of the enrollments four years earlier

Research Implications, 1996

Transfer rates are up less than 1% for African Americans and down less than 1% for Asian/Pacific Islanders and Filipinos. Hispanics experienced a 5% drop in transfer. Whites experienced a 3% increase in transfer. Although the College met its goal of ensuring the ethnic distribution of transfer students is within 2% of the enrollments four years earlier, the goal of increasing by 5% a year the number of students who transfer has not been met. The College must consequently increase its transfer efforts.

TRANSFER

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
T. Need for greater campus-wide awareness of transfer requirements	1.a The transfer center will produce informational brochures and fact sheets to increase student, counselor, and instructional faculty awareness of transfer requirements and options.	1.b Transfer Center Student Services	1.c Spring, 1996 -- ongoing	1.d Production of brochures and fact sheets
T. ~~Need for increased written articulation agreements~~	2.a ~~The Articulation Officer will work to increase articulation agreements.~~	2.b ~~Articulation Officer~~	2.c ~~Fall, 1996 --~~ ongoing	2.d ~~Transfer Center Annual Report~~
T. ~~Need for increased interaction between counselors and academic divisions regarding articulation~~	3.a ~~The Articulation Officer will hold regular meetings with instructional faculty to increase awareness between counselor and academic divisions regarding articulation.~~	3.b ~~Articulation Officer~~	3.c ~~Fall 1996 --~~ ongoing, yearly	3.d ~~Transfer Center Annual Report~~
T. Need for greater transfer among all students, particularly historically underrepresented students	4.a The Transfer Center will offer transfer orientations. The Transfer Center will work with all appropriate college personnel to increase transfer among historically underrepresented students and to research programs which support underrepresented student transfer.	4.b Transfer Center ~~All appropriate college personnel~~ *Counselors*	4.c Spring, 1996 -- ongoing Establishment of at least one program: Fall, 1997 -- ongoing	4.d Transfer Center Annual Report Increase in number of transfers, specifically among traditionally underrepresented students Establishment of program
T. Need for increased curriculum offerings to assure that students can meet GE requirements at MSJC in a variety of disciplines	5.a The Office of Instruction will oversee a study of GE requirements/course offerings at California community colleges in order to assess MSJC course offerings.	5.b Office of Instruction	5.c August, 1997	5.d Presentation of study to all college faculty/administrators
T. Need for database to identify prospective transfer students	6.a The Office of Research will work with ~~Data Processing~~ *Information Services* and the Transfer Center to establish a database to identify transfer students and potential transfer students and to evaluate MSJC's transfer efforts. The Office of Research and the Transfer Center will produce a joint report on their findings.	5.b Office of Research ~~Data Processing~~ *Information Services* Transfer Center	6.c ~~June, 1997~~ *Current – ongoing*	6.d Production of Office of Research/Transfer Center Report *Transfer Center services have been evaluated. Preliminary research re-evaluating the transfer baseline has been conducted.*

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Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
T. Need for transfer orientations	7.a The Transfer Center will offer transfer orientations	7.b Transfer Center	7.c Spring, 1996 -- ongoing	7.d Transfer Center Annual Report
T. Need for coordination of transfer functions with four year colleges and universities	8.a The Transfer Center will work to coordinate transfer functions with four year colleges and universities	8.b Transfer Center	8.c Spring, 1996 -- ongoing	8.d Transfer Center Annual Report
T. Need for Transfer Center review of implementation of State mandates	9.a The Transfer Center will review State mandates	9.b Transfer Center	9.c Spring, 1996 -- ongoing	9.d Transfer Center Annual Report
T. Need for reclassification of the Transfer Center Specialist classified position to a Certificated position	10.a The Transfer Center Specialist will continue reclassification procedures.	10.b Office of the President Student Services	10.c Fall, 1995	10.d Reclassification Transfer Center Annual Report *This goal has been met.*
T. Need for implementation of a local advisory committee that consists of students, campus, and four year college and university personnel	11.a The Transfer Center will work to implement an advisory committee	11.b Transfer Center	11.c Spring, 1996 - - ongoing, pending reclassification	11.d Transfer Center Annual report
T. Need for the establishment of institutional research for ongoing internal evaluation of the effectiveness of the college's transfer efforts and the achievement of its Transfer Center Plan	12.a The Office of Research and ~~Data Processing~~ *Information Services* will work with the Transfer Center to assist in this internal evaluation; the Transfer Center will undertake the implementation of the Transfer Center Plan with the supporting documentation provided.	12.b ~~Data Processing~~ *Information Services* Office of Research Transfer Center	12.c June, 1997 -- ongoing	12.d Transfer Center Annual Report *Research Update.* *Transfer Center Services have been evaluated. Preliminary research reevaluating the transfer baseline has been conducted.*
T. Need for student on-site exposure to four year college and university experience	13.a The Transfer Center will work with all counselors to increase on-site tours to four year colleges and universities for MSJC students. The Transfer Center will work with counselors to establish summer placement on local college and university campuses.	13.b Student Services Counseling Department Transfer Center Counseling Department Transfer Center	13.c Fall, 1996 -- ongoing Summer, 1997 -- ongoing	13.d Transfer Center Annual Report; increase in number of on-site visits as documented by Student Services Transfer Center Annual Report

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
T. Need for transportation to take students on tours of four year college and university campuses	**14.a** The Office of the President will work with the Transfer Center to secure transportation to take students on campus tours.	**14.b** Office of the President Transfer Center	**14.c** Spring, ~~1996~~ *1997* -- ongoing	**14.d** Designated transportation vehicle Transfer Center Annual Report Increased student tours
T. Need for greater student access to transfer services	**15.a** The Transfer Center will work with the Vice President of Student Services and the Office of the President to secure increased transfer center space, increase transfer center support staff, and increase transfer center hours on both college campuses.	**15.b** Vice President of Student Services Office of the President Transfer Center	**15.c** Fall, 1996 -- ongoing	**15.d** Strategic Planning Report Transfer Center Annual Report *This process is underway.*
T. Need for Transfer Center access to all student transcripts	**16.a** ~~Data Processing will work to add non-MSJC student transcripts to the mainframe.~~ *Information Services will work with Student Services and the Transfer Center to establish the methodologies to input non-MSJC transcripts.*	**16.b** ~~Data Processing~~ *Information Services*	**16.c** Fall, 1997	**16.d** Non-MSJC student transcripts added to mainframe
T. Need for research data on transfer rates for female and disabled populations	**17.a** Research completion rates and transfer status for females and for disabled students.	**17.b** Office of Research	**17.c** Spring, 1997 -- ongoing	**17.d** Institutional Research Update Student Equity Report

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MSJC Annual Review Model

Student Equity goals and activities have become a component of MSJC's regular program review process. Each year, the Student Equity Committee, aided by the Office of Research, produces a Student Equity Report based on ongoing research and assessment of campus climate, access, and success. The Student Equity Committee seeks input from all college areas and maintains representative membership.

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